



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1101 East Elliot Rd., Gilbert, AZ 85296

Gilbert Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Dr. J. Charles Santa Cruz
 Schedule : 07:00 AM to 04:30 PM
 Grades : 9-12
 Web Address : www.gilbert.k12.az.us/info/schools/ghs.html
 Phone Number : (480) 497-0177
 Fax Number : (480) 497-5673
 E-mail : Charlie_SantaCruz@gilbert.k12.az.us

Mission

GHS strives to provide a foundation for students to become lifelong learners; through problem-solving and critical thinking processes. Students have the opportunity to become an articulate and responsible member for a dynamic, technological society.

School / Academic Goals

- ü Develop programs and activities that recognize and promote excellence in character, achievement, assessment, and accountability.
- ü Foster school pride, respect, and unity among all members of the school community by continuing to promote a safe learning climate that enhances open communication, individual responsibility and academic excellence.
- ü Gilbert High School will improve student achievement in writing.
- ü Teachers will become proficient in the use of technology in classroom management, school communication, and to enhance instruction.

Enrollment

October 1, 2005 School Year Student Enrollment : 3198
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 413

Instructional Programs

- ü Comprehensive Core Curriculum
- ü Honors Classes
- ü School-to-Work Program
- ü Advanced Placement
- ü STRUT Program
- ü Automated Manufacturing Lab
- ü CTE Programs
- ü Sports Medicine Program

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

GHS adheres to high standards for all and assists in goal attainment through diverse and dynamic programming. Policies are mailed to each household with outlined school expectations.

Parents

Parents are responsible for ensuring that the students arrive at school on time, in appropriate attire, with completed homework; ready to learn. Parents are expected to become school partners and active participants in school programs.

Transportation Policy

GHS utilizes 19 buses to transport students who live outside a one-mile radius, to and from the school each day. The GHS boundaries are approximately 25 square miles.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Continuous School Improvement Accreditation	2006
ü Skills USA / Automated Manufacturing Gold Medal	2004
ü Merit Scholars/Academy Appointments	2005
ü \$5.465 Million in Scholarships	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	755	2732	71130	91	93	95	730	727	701	5	6	23	6	7	13	60	59	51	30	28	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	385	1418	35465	94	95	96	729	728	702	5	5	21	5	6	13	62	61	53	28	28	13
Male	370	1314	35648	87	90	94	731	727	701	5	6	24	6	7	12	57	58	50	32	29	14
African American	23	137	3868	96	93	95	694	701	686	22	16	33	17	20	17	61	53	45	NA	12	6
Hispanic	95	363	25103	85	88	95	708	708	685	9	11	34	15	13	16	63	61	45	13	15	5
Asian/Pacific Islander	24	112	1805	96	96	98	760	741	731	NA	4	9	NA	4	7	50	48	50	50	45	34
American Indian/Alaskan Native	NC	21	4241	NC	78	90	NC	722	679	NC	10	39	NC	10	19	NC	48	39	NC	33	3
White	607	2099	36075	92	93	95	733	732	715	4	4	12	4	5	9	59	60	58	33	31	21
Students with Disabilities	17	88	5862	20	32	71	684	689	658	18	33	63	18	19	15	59	34	20	6	14	2
Students without Disabilities	738	2644	65268	99	99	98	730	728	705	5	5	19	6	6	12	60	60	54	30	29	15
Limited English Proficient Students	NC	29	4859	NC	94	93	NC	688	662	NC	38	64	NC	10	15	NC	41	20	NC	10	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	89	349	22957	80	87	93	716	712	685	8	10	34	7	13	17	72	62	44	13	15	5
Non-Economically Disadvantaged	666	2383	48173	92	93	96	732	730	709	5	5	17	6	6	11	58	59	55	32	30	18

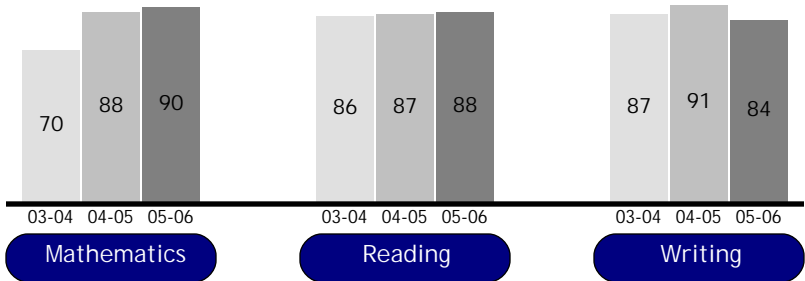
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	829	2921	73018	99	99	97	722	722	703	1	2	6	11	11	23	75	75	64	13	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	403	1482	36181	98	99	97	727	726	708	1	1	4	11	10	21	71	75	65	16	14	9
Male	426	1439	36816	100	99	96	718	717	699	2	3	7	12	12	24	78	76	62	9	9	7
African American	25	148	3976	96	98	96	686	698	689	4	4	8	40	25	29	52	66	59	4	5	3
Hispanic	110	405	25801	97	98	96	703	702	683	3	5	10	25	21	34	63	68	53	9	6	3
Asian/Pacific Islander	25	116	1812	100	100	98	727	726	722	4	1	3	4	12	15	80	72	66	12	15	16
American Indian/Alaskan Native	10	27	4389	83	93	93	NA	697	675	NA	7	9	NA	26	42	NA	59	47	NA	7	1
White	659	2225	37024	99	99	97	728	727	721	1	1	2	8	8	12	78	78	73	14	13	13
Students with Disabilities	83	261	7170	98	96	85	671	669	654	10	13	23	42	44	47	47	43	29	1	1	1
Students without Disabilities	746	2660	65848	99	99	98	727	727	708	1	1	4	8	8	20	78	79	67	14	13	9
Limited English Proficient Students	NC	30	5099	NC	97	95	NC	656	641	NC	20	29	NC	47	59	NC	33	12	NC	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	109	393	23912	98	98	94	706	704	681	2	4	10	18	17	36	73	74	52	6	6	2
Non-Economically Disadvantaged	720	2528	49106	99	99	98	725	725	714	1	2	4	10	10	16	75	76	69	13	13	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	824	2931	72810	98	99	96	703	701	685	1	2	6	15	16	30	76	74	58	8	8	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	404	1488	36111	98	99	97	713	711	695	1	1	4	8	9	23	79	79	65	12	10	8
Male	420	1443	36678	98	99	95	694	692	674	1	3	9	22	23	36	73	69	52	4	5	3
African American	25	150	3962	96	99	96	673	684	675	4	4	8	40	27	33	56	68	55	NA	1	3
Hispanic	112	409	25735	99	99	96	693	690	669	1	3	10	26	24	41	68	69	48	5	4	2
Asian/Pacific Islander	25	117	1809	100	100	97	713	707	704	NA	NA	4	8	17	19	80	74	65	12	9	13
American Indian/Alaskan Native	10	28	4370	83	97	92	NA	684	670	NA	18	9	NA	11	39	NA	64	50	NA	7	2
White	652	2227	36915	98	99	97	706	705	697	1	2	3	12	13	21	78	76	67	8	9	8
Students with Disabilities	75	259	7071	88	95	84	658	649	634	8	17	24	55	48	53	37	33	21	NA	1	1
Students without Disabilities	749	2672	65739	99	100	98	707	706	689	1	1	4	11	13	27	80	78	62	9	8	6
Limited English Proficient Students	NC	30	5046	NC	97	94	NC	655	621	NC	3	31	NC	70	56	NC	27	12	NC	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	106	394	23814	95	98	94	692	688	667	2	5	10	21	23	41	74	67	47	4	5	2
Non-Economically Disadvantaged	718	2537	48996	99	100	97	705	704	693	1	2	4	14	15	24	76	76	64	8	8	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	98	51	NA	42	98	61	61	51	98	67	67	52
	Language	100	52	52	42	98	58	59	50	98	63	65	50
	Mathematics	100	77	75	63	98	65	62	50	95	70	67	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

6 School Administrator(s)
 0 Non-certified Employee(s)
 2 Teacher(s)
 4 Parent(s)
 4 Community Member(s)
 1 Student(s)

Council Duties

Ü School Safety Issues
 Ü Parent/Educator Relations
 Ü Parent Volunteers in School
 Ü Textbook Selection
 Ü Fundraising
 Ü Cultural Diversity Awareness

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	6.00	Teacher	178.00
Other Professional Staff	12.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	24	13	1	0
4 to 6 years	19	15	0	0
7 to 9 years	17	21	3	0
10 or more years	14	65	4	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	537
Teachers with Emergency Certification.	7
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

Ü Core Curriculum Technology Facilities	Ü Automated Manufacturing Lab
Ü Agricultural Processing Lab	Ü Performing Arts

Extracurricular Activities

Ü Academic Honorarium Memberships	Ü Future Farmers of America
Ü Performing/Visual Arts Programs	Ü Skills USA
Ü Human Services Organizations	Ü Sports Medicine
Ü Comprehensive Athletic Program	Ü Academic Decathlon

Social Services

Ü School Resource Officer	Ü Toybox - On Site Day Care
Ü Community Center Facilities Use	Ü AEPA Testing Site
Ü Educational Symposiums Programs	
Ü Dual Credit/Concurrent Enrollment	

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü On-line capabilities have been installed in all department offices, Library & English Computer Lab and are available for use by system-certified faculty/students. We are hoping to increase exposure and use of the district website in the near future.
- Ü The ongoing evaluation of student writing skills has been enhanced by the establishment of blind scoring against benchmark papers. Writing continues to be the nucleus of our curriculum.
- Ü Excelling School Status,
Top 10 in AIMS scores in Mathematics and Reading,
98 percent graduation rate,
3 National Merit Finalists,
4 National Merit Scholarships,
5 Military Scholarships,
\$5,465,606 in total scholarship
- Ü 2006 5A-I Girls Volleyball State Champions,
2006 Drum Line State Champions,
5 Fiesta Region Team Championships,
13 Athletic Teams qualified for the State Tournament,
State Shot-Put Champion

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	94	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

GHS has prepared, and continues to update, emergency preparedness plans to protect students/staff/the public during a crisis. Staff is apprised of emergency plans, and drills are held on a regular basis.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

30

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Paulette Foley	(480) 497-0177
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	J. Charles Santa Cruz	(480) 497-0177
School Nutrition Programs	Deb McCarran	(480) 497-3370
Parent Organization	Chuck Sema	(480) 497-0177
Student Health/Nurse	Renee Dull	(480) 497-0177

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0243 Per page X 300 Copies = \$87.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.